

THE SCHOOL JOURNAL

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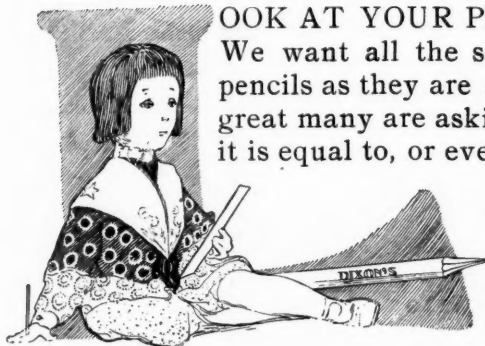
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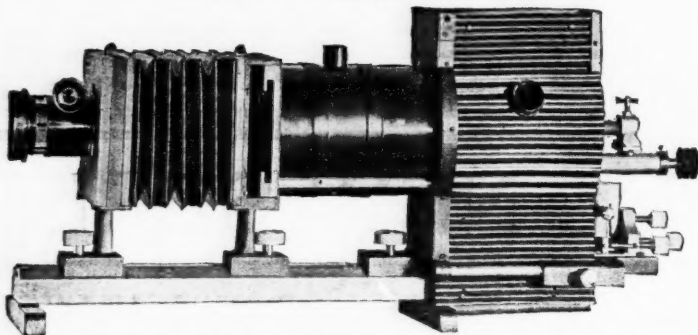
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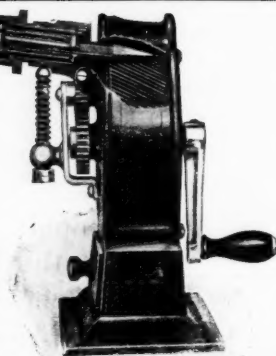
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIV.

For the Week Ending February 16, 1907

No. 7

OSSIAN LANG, Editor.

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The Walpole Plan.

On February 9, the citizens of Walpole, Mass., celebrated the eightieth birthday of Dr. Albert G. Boyden, who for almost fifty years has been principal of the State Normal School at Bridgewater. Addresses were delivered by prominent people, and a letter was read from the President of the United States. Mr. Roosevelt said, "It is a mighty good precedent for any town to celebrate the birthday of so good a citizen. . . . The town does itself honor when it celebrates a life as long and as useful as this. . . . Every community owes more to its teachers than to almost any other set of men or women." Surely Walpole is a better place to live in for this Appreciation Day. It is well with the community that honors its teachers.

The people of this country are only beginning to find out the debt they owe to the schools and to those who labor for the education of their children. It was not thoughtlessness on their part that they did not realize their indebtedness before. Tradition, nourished by schools and text-books, has always glorified wars and warriors. Little heed has been given to the peace-makers—"the children of God." Poets and musicians have sung stirring battle hymns and praised the leaders in successful massacre. The peaceful mission of the educator has received no such recognition. But it will—some day. And the advent of this day the schools can hasten by training the young to a proper valuation of the labors of those who teach. The Appreciation Day which has been suggested in these pages is an excellent means to this end. It will help communities to discover who are the truest benefactors of humanity.

Good for Texas!

Austin, Texas, is to be the scene of a great educational conference and rally on February 22 and 23. Every department of education is to be represented, and every section of the State will send delegates.

The hope of the planners of the convention is to arouse not only professional educators to a renewed interest in the progress of the State, but to bring together all who have the welfare of the commonwealth at heart. They wish business and professional men to discuss with teachers and parents the needs of the schools and colleges, and to suggest methods for securing better conditions than now maintain. This is a departure worth initiating in every State and in every city in the Union.

Dr. W. S. Sutton, of the University of Texas, has sent a letter broadcast thru the State urging a large attendance. A part of Dr. Sutton's letter reads:

For some years it has been believed that in Texas there should be an educational organization composed not only of teachers, but also of citizens not directly engaged in educational work. The general purpose of such an organization should be to study the needs of education in Texas, and to plan wisely and carefully the best means for ministering to those needs. A most important feature of its work would be to assist school officers to arouse and strengthen public opinion, thus effectively preparing the way for genuine progress.

After discussion of this matter with a number of teachers and others interested in educational progress, it has been thought advisable to hold in Austin, on the 22d and 23d days of February, 1907, a meeting for the purpose of organizing such a conference as has been above described in general terms. It is thought that the organization should be in the interest of no man, of no set of men, of no particular institution, or of no especial phase of education, but that it should be an organization to promote all departments of education, and to conserve the interests of all loyal workers employed therein.

The Warren Plan.

The teachers of Warren, Pa., under the leadership of Supt. W. L. MacGowan, have become alert to every suggestion making for educational progress. The announcement of the likelihood that a visitation of the schools of Great Britain by American teachers may be inaugurated resulted immediately in the organization of the Warren teachers to send one of their number with the party at the expense of the whole corps. This co-operative plan suggests great possibilities. Why cannot the teachers of other towns follow the example of Warren, and thereby bring about the formation of a party? There would be no hint of charitable support in this, and the success would reflect credit upon the whole teaching profession.

The Oklahoma city Board of Education is to be complimented on its sound sense in urging the Oklahoma county delegates in the constitutional convention, to oppose any provision looking to the publication of school text-books by the State.

The Editor acknowledges with thanks the thoughtfulness of readers in sending items of educational interest. Personal news items and matters which may be in any way helpful to teachers and friends of the schools are always welcome. Subscribers are requested to send in also descriptions of particularly good qualities of new buildings, whether from an architectural, sanitary, or serviceable point of view. A complete news service is within reach of the largest of the great newspapers, but with the aid of our subscribers it will be possible to build up an educational news department of a thoroughly satisfactory comprehensiveness and reliability. Will you lend your aid?

Boston's Rules to Prevent Consumption.

In Boston they have taken up the fight against consumption in good earnest. Recently the Mayor issued the following order:

TO THE HEADS OF DEPARTMENTS.

In the interest of the public service, I hereby promulgate the following order with the object of eliminating and preventing tuberculosis among the employes of the city of Boston:

It shall be the duty of the head of each department to transmit to all employes under his control, the accompanying rules and information to prevent the spread of tuberculosis and to require the display of these rules in such manner and in such number as is necessary to carry out their intent.

It is hereby required of each department to ascertain from time to time the names of persons in service in said department afflicted with tuberculosis, and to present to them the printed rules for their observance.

The non-observance of said rules shall, in the discretion of the head of the department, be considered a just cause for separation from the service.

Whenever there is a doubt with regard to any person in the city service as to whether said person is afflicted with pulmonary tuberculosis, an order shall be issued by the head of the department for said person to present himself (or herself) at one of the City Hospitals for examination, and to present the department a certificate from the superintendent or other authorized officer of the said hospital showing the result of said examination.

The Board of Health is hereby directed to cause a thorough sanitary inspection of the public buildings and workshops under the various city departments; and said Board is authorized to detail from its respective medical services a Sanitary Board, or Boards, for this purpose. The Sanitary Board thus appointed shall report upon:

First: Unsanitary conditions immediately remediable.

Second: Unsanitary conditions requiring structural changes.

The said Board, when entering upon its duties in any department, shall report to the executive head of said building or workshop, who shall, on the request of the Board, give such assistance as may be required.

The Sanitary Board shall make reports to the Board of Health, and said Board of Health shall transmit a full report with recommendations to the Mayor.

These duties to be additional to, and not to take precedence of, the duties of the Board of Health prescribed by ordinance.

REGULATIONS TO PREVENT THE SPREAD OF TUBERCULOSIS IN MUNICIPAL BUILDINGS, OFFICES, AND WORKSHOPS.

1. All employes of the city of Boston are positively forbidden to spit upon the floors.

2. Rooms, hallways, corridors, and lavatories shall be freely aired and effectually cleaned at least once a day, and not during working hours.

3. Spittoons shall receive a daily cleansing with very hot water, and when placed ready for use must contain a small quantity of water.

4. Dust must be removed as completely as possible by means of dampened cloths or mops. It should never be needlessly stirred up by a broom or duster, as this practice only spreads the dust and germs.

5. Floors of tiling, brick, or stone, must be frequently scoured with soap and water.

6. The senior clerks in charge of work-rooms shall take measures to secure during working hours the admission of as much fresh air and sunshine as the conditions will permit.

7. The use of individual drinking-glasses is recommended.

8. Persons in employ of the city of Boston who suffer from pulmonary tuberculosis shall be separated when possible from others while at work, and they should be cautioned to use telephones only when necessary.

9. Such persons will not be permitted to use public spittoons, but must provide themselves with individual sputum

receivers, preferably of easily destructible material, and carry these with them on arrival and departure. They will be held strictly responsible for the disposal and destruction of their own sputum, so that no other person's health may be endangered therefrom.

10. Such persons must provide their own drinking-glasses, soap, and towels, and shall not use those provided for the general use.

11. Plainly printed notices, reading as follows: "Do not spit on the floor, to do so may spread disease," shall be prominently posted in rooms, hallways, corridors, and lavatories of public buildings.

This order suggests that in this State there are many cities and towns where it would be worth while to issue similar rules.



Thirty-Two Millions This Time.

The following letter is its own explanation:

NEW YORK, February 6, 1907.

GENERAL EDUCATION BOARD,

54 William Street, New York City.

GENTLEMEN: My father authorizes me to say that on or before April 1, 1907, he will give to the General Education Board income-bearing securities, the present market value of which is about thirty-two million dollars (\$32,000,000), one-third to be added to the permanent endowment of the Board, two-thirds to be applied to such specific objects within the corporate purposes of the Board as either he or I may, from time to time, direct; any remainder not so designated at the death of the survivor to be added also to the permanent endowment of the Board.

Very truly,

JOHN D. ROCKEFELLER, JR.

The Board's acknowledgment is also of interest:

The General Education Board acknowledges the receipt of the communication of February 6, 1907, from Mr. John D. Rockefeller, Jr., a member of this body, announcing your decision to give to the Board for the purpose of its organization, securities of the current value of \$32,000,000. The General Education Board accepts this gift with a deep sense of gratitude to you and of responsibility to society. This sum, added to the \$11,000,000 which you have formerly given to this Board, makes the General Education Board the guardian and administrator of a total trust fund of \$43,000,000.

This is the largest sum ever given by a man in the history of the race for any social or philanthropic purpose. The Board congratulates you upon the high and wise impulse which has moved you to this deed, and desires to thank you, in behalf of all educational interests whose developments it will advance, in behalf of our country whose civilization for all time it should be made to strengthen and elevate, and in behalf of mankind everywhere in whose interests it has been given, and for whose use it is dedicated.

The administration of this fund entails upon the General Education Board the most far-reaching responsibilities ever placed upon any educational organization in the world. As members of the Board, we accept this responsibility, conscious alike of its difficulties, and its opportunities.

We will use our best wisdom to transmute your gift into intellect and moral power, accounting it a supreme privilege to dedicate whatever strength we have to its just use in the service of man.

While the Board was in session it made gifts of \$400,000 to these institutions: Beloit College, Beloit, Wis., \$50,000; Morningside College, Sioux City, Iowa, \$50,000; Lafayette College, Easton, Pa., \$50,000; Wabash College, Crawfordsville, Ind., \$125,000, and the University of Wooster, Wooster, Ohio, \$125,000.

The Board is composed of Frederick T. Gates, chairman; George Foster Peabody, treasurer; Dr.

Wallace Buttrick, secretary; Robert C. Ogden, J. D. Rockefeller, Jr., Albert Shaw, Starr J. Murphy, Edward A. Alderman, Harry Pratt Judson, E. Benjamin Andrews, Hollis B. Frissell, Daniel C. Gilman, Hugh H. Hanna, Morris K. Jesup, and Walter H. Page.

When Mr. Mosely was in this country he spoke of a plan by which American teachers might be enabled, under conditions equal to those offered to our English visitors, to go to England for the study of schools and public educational provisions. The suggestion met with general favor. There the matter ended. Nothing has been done since towards any practical realization of the idea. If anything is to be done in the matter someone of our own people will have to take the initiative. Meanwhile the many teachers who have become interested will have to wait patiently. THE SCHOOL JOURNAL will report progress when something is really being done.

In the issue of January 19 there appeared in these columns a brief reference to an address by President Butler, of Columbia University, before the Church Club. The remarks attributed to him were obtained from a source which is generally trustworthy. It appears now that the address was not correctly reported. Just what Dr. Butler did say we have not been able to learn or to determine, tho careful inquiry has been made.

A commission has been organized to investigate the condition of the blind in the State of New York. Census enumerators are now at work endeavoring to locate all blind persons in the State. It is not expected, however, that in doing the work as rapidly as they are obliged to they will discover all cases, particularly those of young children. The commission, therefore, requests all teachers in the State to help secure the names and addresses of blind people. O. H. Burritt, of Batavia, N. Y., is the secretary of the commission.

New Development of a Pioneer Course for Teachers.

Mr. Colburn's article in the issue of the JOURNAL for January 26, calls attention to the recent opening of Brown and Harvard Universities to teachers. The University of Cincinnati has swung its doors yet wider to the teachers of the city in which it is located, and has planned courses to suit their professional needs. The change in the character of New York State Normal College, the legislative authorization of Teachers' Colleges at Ohio State University and the University of Minnesota, the College for Southern Teachers at Nashville, co-jointly established by the Peabody Fund and the State of Tennessee, the mandatory petition of the Connecticut teachers to Yale, of the Illinois teachers to the University of Illinois, and the recent resolution of the teachers of Wisconsin asking for a Teachers' College at Madison, all are significant of a movement that will at no far distant date result in an adequate provision in every State for the higher professional training of teachers and their readier admission to courses in the arts and sciences.

While we are rejoicing over these later phases of the movement, it may not be out of place to call to mind one of the most conspicuous of the pioneer efforts to open the way to a liberal education for teachers. Almost fifteen years ago, in the fall of 1892, the University of Pennsylvania arranged certain courses in history and English for Saturday morning, for the teachers of Philadelphia and vicinity. They proved so popular that from year to year new courses were added, the attendance steadily increasing until in 1905-06 several hundred teachers were in attendance, and thirty-eight courses offered.

These courses, however, did not lead to a degree. Moreover, Saturday work did not provide opportunity for teachers wishing to take several courses. Therefore, two years ago, the Faculty of the University began the consideration of a plan by which courses in the regular college subjects, and leading ultimately to a degree, should be opened to duly qualified persons, especially to teachers, both men and women, at hours in the afternoons, evenings, and on Saturdays. A formal proposal was drawn up in November and ratified by the Academic

Council in December, 1905. This plan was approved by the Board of Trustees at their February meeting, and announced in the College Circular. Owing to the great increase in registration, and to the immense amount of work incidental to the opening of the University, it was found necessary to postpone for a few weeks the institution of these new courses. But with the opening of the second term, in January of the present year, the new plan was successfully inaugurated. Every college course is now open to men and women who, while able to meet the usual entrance requirements, are deterred by some regular occupation from the usual hours for college work. The courses are not in charge of instructors and assistants alone, but under the direction of the heads of the departments. In short, the University is giving its best, at such hours during the week as are most convenient to teachers.

Other Pennsylvania colleges are interesting themselves in either the academic or the professional training of teachers. The summer school movement, long successfully conducted at the University, and also at Ursinus and Lebanon Valley College, is becoming more general. This year, for the first time, State College will have a summer session. With a few exceptions all the colleges of the State offer work in pedagogy and psychology, and while they are usually electives in the senior year, affording a more or less superficial pedagogical training to students preparing to teach in secondary schools, they, like similar undergraduate courses at the University, are rather the substance of things hoped for than the final stage in Pennsylvania's movement for the advanced training of teachers.

In short, the State whose University, thru Franklin, added a Medical School to its College in 1765, and in the course of law lectures delivered by James Wilson in 1790, inaugurated its Law School, has not been the last to recognize the coming of the new member in the university family—the college of education.

A. DUNCAN YOCUM.

University of Pennsylvania, February 9, 1907.

employed as teachers of boys' classes, and how many men as teachers of girls' classes.

Other tables show, in convenient form, the salaries attached to each position on the teaching staff, the number receiving each grade of salary, the number retired on annuities, receipts and payments from the annuitant's funds, and the total annual cost of supervision and instruction.

* * *

Part IV gives statistics as to pupils for the whole city, more detailed particulars being reserved for the report on each division. Thus, Fig. 3, showing the number of classes, attendance, etc.

Tables 2 and 3 summarize the register and attendance, and the number of half-time scholars in each borough.

Tables 4, 5 and 6 give the average age of graduates from the high and elementary schools, the number graduating from the elementary schools during the year, how many of these enter the high school, and the number graduating from the high school. To this should be added a percentage

of children of non-English speaking foreigners for whom special English classes have been formed to remove the evil of their being above the normal age of the class, which otherwise they would have to join. Other tables deal with the enforcement of the Compulsory Education Law, Child Labor, and Newsboy Law.

The tables, prefaced by a concise statement of laws, give the following particulars for each borough :

Number of truant schools.

Number of attendance officers.

Number of cases investigated.

Number of cases re-investigated.

Percentage of number of cases investigated to number of officers.

Percentage of number re-investigated to number returned to school or otherwise dealt with.

These particulars will be more fully shown in the Division Report.

The last table in Part IV will more especially interest promoters of the work in recreation centers, a work which has largely developed in recent years. It gives, by boroughs and years, the register and

FIG. 2.

[illegible]

column of results.

Table 7 shows the number and age of pupils in each year's class.

The normal age for the class is given at the head of each column, and the number of children of every age who are in that class. Thus:

| | | |
|-------------------------|-------------|------------|
| Normal age for } 6 to 8 | 7 to 9 | |
| each year } First Year | Second Year | etc., etc. |
| AGE. | | |

| | |
|---------|---------|
| Under 6 | { Boys |
| | { Girls |
| 6 to 7 | { Boys |
| | { Girls |
| 7 to 8 | { Boys |
| | { Girls |

The remainder of the horizontal column gives all ages up to twenty-one, and the headings of the vertical column include all the school years. By additions at appropriate places, the number and age of all pupils above the normal age, as a whole, and for each school year can be seen at a glance.

Provision is made for insertion, at this point, of reasons for pupils being above the normal age.

Tables 8 and 9 give particulars of schools founded to remedy the normal age difficulty, and the number

average attendance in evening and vacation schools, at open air and roof playgrounds, and piers, and at evening recreation centers.

* * *

Part V gives statistics of Physical and Manual Training, Music, and the Nautical School. The tables show the number of officials engaged, the equipment and facilities for work, or the want of them, the time given to each branch of instruction, the course of study, particulars of students, and the cost.

We refer especially to the tables giving statistics of "ungraded" children, *i.e.*, classes composed of feeble-minded or backward pupils.

For each district particulars are given of the number of children examined, and of those recommended for training, coaching, disciplinary, or grade classes, or for some institution.

* * *

Part VI deals with school libraries in two tables, which show the exact extent to which the books are valued by scholars, and their extended use or otherwise from year to year in each grade of school.

FIG. 3.

| MANHATTAN. | REGISTER | | | | ATTENDANCE. | | | | Percentage of Attendance. | No. of CLASSES. | | | | T'CH'RS | | Average Number of Pupils to a Teacher. | Per cent. of Whole Number of Pupils to a Teacher. |
|------------------------------|----------|--------|----------|--------------|-------------|--------|----------|--------------|---------------------------|-----------------|--------|----------|--------------|---------|---------|--|---|
| | Boys. | Girls. | Primary. | Kind'rgart'n | Boys. | Girls. | Primary. | Kind'rgart'n | | Boys. | Girls. | Primary. | Kind'rgart'n | Male. | Female. | | |
| Training School..... | | | | | | | | | | | | | | | | | |
| High School..... | | | | | | | | | | | | | | | | | |
| High School Departments..... | | | | | | | | | | | | | | | | | |
| Grammar Schools..... | | | | | | | | | | | | | | | | | |
| Boys' Department..... | | | | | | | | | | | | | | | | | |
| Girls' Department..... | | | | | | | | | | | | | | | | | |
| Primary Department..... | | | | | | | | | | | | | | | | | |
| Kindergarten Classes..... | | | | | | | | | | | | | | | | | |

Part VII reports on each division separately. It is prefaced by particulars of the division boundaries and the number of districts included, and by a statement showing:

- (a) To what extent it is residential, manufacturing, or commercial.
- (b) The class of residents.
- (c) The nationalities.
- (d) Whether it is a district in which emigrants settle in large quantities.
- (e) Its estimated population, and number of children of school age.
- (f) A summarized statement of the detailed particulars of school sittings, attendance, etc., given in subsequent tables.

The tables give the following particulars of high and elementary schools owned by the city:

| School | Location. | Size of Site. | Size of Building. | Cost of Site. | Cost of Building. | Cost of Furniture. | Total Cost. | Date of Erection. |
|--------|-----------|---------------|-------------------|---------------|-------------------|--------------------|-------------|-------------------|
|--------|-----------|---------------|-------------------|---------------|-------------------|--------------------|-------------|-------------------|

The object of the information given in columns two and three is to show whether there is space for any additions.

Similar tables give particulars of new buildings in course of erection or additions being made to existing buildings (the cost in these cases being estimated) and the number of class-rooms and new sittings which will be thus provided.

Other tables give particulars of schools leased by the city, with details of terms and rent, and of sites acquired which have not been built upon. Provision is made for a statement as to protection against fire, showing which schools have fire escapes, automatic alarms, or other apparatus, details as to fire drills, etc.

These tables show exactly what is the school accommodation in the division, and what facilities there are for increasing it. Placed first in the divisional report, they lead to a more intelligent apprehension of subsequent statistics.

We can best call attention to these by giving the headings of the columns in the more important tables.

These show, for each school, the number of class-rooms and sittings, the number on the register and in attendance in the boys', girls', primary, and kindergarten departments, with the number on half-time only, the attendance percentage, the number of classes in each department, the number of teachers, the average number of pupils to a teacher, and the number of vacant sittings.

The details of high school work are brought out by a table showing the number of students studying each subject of the curriculum in each year, the percentages obtained, and the time given to each subject. In view of recent criticisms, this information is valuable.

Another table gives the number above normal age and its percentage to the whole number.

The statistics as to truants, ungraded classes, etc., are arranged in the following form:

| | | |
|--|--|---|
| Divide each classification into Boys and Girls | (a) Number in ungraded classes..... | Number Transferred to Graded Classes |
| | (b) Number in special English classes..... | |
| | (c) Number of children found to be truants and | |
| | Returned to school..... | |
| | Committed to Institutions..... | |
| | Committed to truant schools..... | |
| | (d) Number of non-attendants placed in school..... | Insert here columns for each month of the school year and for totals. |
| | (e) Number employed contrary to law, and returned to school..... | |
| | (f) Number of cases referred to Children's Court, Manhattan..... | |
| | and (1) Referred to Board of Education Committed to | |
| | (2) Juvenile Asylum..... | |
| | (3) Catholic Protectory..... | |
| | (4) House of Refuge..... | |
| | (5) Other Institutions..... | |
| | (g) Number of permits and badges issued to newsboys..... | |

The facilities for physical training, the time given to it, the average attendance and number of teachers, preface the place for remarks on its effect on the division.

Provision is made for report by medical examiners of the number of children suffering from any disease, of those recommended for physical deficiencies, to training, coaching, or disciplinary classes, to institutions, and tables are given for particulars of evening schools and recreation centers. The cost of the division is shown with details of capital, expenditures for sites and new buildings, and of annual cost, as follows: (See table below.)

| | |
|--|--|
| Salary of Assistant Superintendent. | |
| Salary of District Superintendent. | |
| Salaries of Assistants to District Superintendent. | |
| Fees to lecturers. | |
| Other expenses of lectures. | |
| Expense of enforcing compulsory attendance. | |
| Cost of all schools as detailed in a subsequent table. | |
| Total. | |
| One-seventh of expenses of general administration. | |
| Total. | |

This enables the cost of one division to be compared with another.

The table giving detailed expenses of the school shows the cost of each grade of school, each special branch, such as music, drawing, etc., evening schools and recreation centers under similar headings to the table in Part II, with necessary additions.

The cost of heating and lighting is to be given separately for each school, the tables showing the exact amount and cost of wood and fuel, the cost of lighting, the number of cubic feet warmed, lighted, and ventilated, the cost per cubic foot and per scholar.

The divisional report closes with a list of principals, teachers, janitors, etc., arranged to correspond with the foregoing tables.

This would be the appropriate place for remarks by the divisional superintendent.

* * *

Part VIII gives a general financial statement. It shows the proceeds from each class of bonds and stock issued for school expenses for each borough and compares receipts by years.

The capital expenditure, similarly subdivided and compared, is given under the following heads:

| | |
|------------------------------------|--|
| Sites and expenses. | Fire Alarms. |
| Buildings and Improvements | Installation of and repairs to Telephones, Electric Elevators. |
| Heating and Ventilating Apparatus. | Architects' Fees. |
| Sanitary Work. | Wages of Inspectors. |
| Electric Work. | Draughtsmen, etc. |
| Gas Fittings. | |
| Improving Lots. | |
| Furniture. | |

The receipts for revenue under each year's account for each borough are clearly shown, with the total expenditures and balance.

The annual cost is shown under the following heads:

| |
|--|
| Secretary and General Office Expenses. |
| Bureau of Audit and Account. |
| Building Bureau. |
| Supply Bureau. |
| Annual Cost of Schools. |
| Truant Schools. |
| Nautical Schools. |

The detailed cost of all these departments being previously shown, the total cost only is here inserted, with page references, to the detailed tables.

For convenience, a table is inserted, arranged so as to show, side by side, the annual cost of each division, and of all items in the divisions.

Educational Reports of U. S. Consuls.

February 7, 1907.

Restriction of Foreign Students in German Universities.

Consul Thomas H. Norton, of Chemnitz, reiterates the statements of other consuls that for some time past the feeling has been growing in Germany that the traditional hospitality of her universities and other educational institutions, open freely to the students of every land, should henceforth be kept within certain limits. Mr. Norton goes on to say:

That the practice causes the expenditure of a considerable amount of foreign money in university cities and thruout the land, and, what is far more important, that it enhances the intellectual prestige of the Empire are uncontested facts. On the other side of the ledger are two equally plain facts. German institutions have been and are training up a large number of foreigners who are duplicating in other lands not only the educational plants of the Empire, but also its technical methods, and, above all, its spirit of investigation and research.

Foreigners Educated into Rivals.

In Japan and in the United States these results are already strikingly evident. Until within a recent period no young American, ambitious to distinguish himself in such a science as chemistry, felt that he was equipped for a successful career without a degree from a German university. Now he secures in the universities of the home land an equally thoro training, and finds himself in an equally inspiring atmosphere. The same may be said of the experimental and testing laboratories of most great American manufacturing industries involving the application of modern science. Analogous results are recorded in Japan. These conditions, due originally in large measure to the liberality of the higher institutions of learning in this Empire, and threatening its industrial supremacy in many directions, are becoming more and more patent to observant Germans.

A second purely physical fact is the increasing inadequacy of existing buildings and equipment to meet the needs of the growing number of students. Both of these circumstances, as well as occasional complaints that favoritism is often shown foreigners in connection with examinations, the assignment of seats in lecture rooms, etc., lead to frequent demands that students from abroad should not receive an equally generous treatment with those of German origin.

Number of Foreigners in Attendance.

The statistics of attendance this winter at the higher educational institutions of Saxony show to what extent this reasoning has a basis. At the University of Leipzig the number of matriculated students is 4,466. Of these, 323 study theology, 1,113 law, 574 medicine, and 2,456 letters and science. In addition, 884 persons, including 104 women, not regularly matriculated, are admitted to hear lectures. Of the matriculated students 2,278 are Saxons, and 2,188 are from outside the Kingdom. Of these latter 1,526 are from other parts of Germany, and 662 are foreigners. Over half of these foreigners, or 340, are Russians. Exactly one-eighth of the student body is from outside the Empire. Few of these foreigners study theology. They are especially numerous in the agricultural institute, forming exactly half of the total attendance.

In the recently established Commercial University at Leipzig there are now 586 students enrolled, and

of these 322 are foreigners. Russians also predominate here. In the Royal Conservatory of Music at Leipzig there are usually about 300 foreigners in a total attendance ranging from 800 to 900. Of the 1,063 students at the Dresden Polytechnic 507 are from Saxony, 209 from other parts of Germany, and 347 from abroad. Of the latter 202 are Russians. At the Dresden Veterinary College there are sixty foreigners in a total of 137 students.

At both the Freiberg School of Mines and at the Forestry Academy of Tharandt foreign students are in the majority.

Higher Tuition for Foreigners.

Critics of these certainly abnormal conditions claim that the public funds, granted each year for the above-mentioned institutions, can not equitably be employed, at least on so extended a scale, for the education of non-Germans. The demand is made that foreigners should be required to pay higher tuitions than native students, and that thus the injustice may be, to some extent, rectified.

In the finely equipped Technical Academy of Chemnitz this practice was introduced two years ago. Saxon students pay tuition at the rate of \$40 annually; students of other parts of Germany pay \$75, and foreign students pay \$125.

It is too soon yet to note a distinct influence on the attendance from abroad as the result of this regulation.

Russia.

Public Schools in Odessa and St. Petersburg.

Consul Thomas E. Heenan furnishes a comparison of the public school systems of Odessa and St. Petersburg, being the translated summary of an article in a Russian newspaper.

From the beginning of the academic year 1905-6 there were established in Odessa 26 new classes (15 normal and 11 irregular classes), which increased the number of schools to 89, with 301 classes. The scholars numbered 5,852 boys and 6,634 girls. There graduated in 1905-6 534 boys and 673 girls. There were also thirteen Sunday and evening schools with 1,847 scholars.

The following are the figures given for the same period of time in St. Petersburg: At the beginning of 1906 there were established 37 new classes in 339 schools. There were 15,694 boy and 15,288 girl pupils. The number of graduates was 3,230 girls and 3,197 boys. Of Sunday schools there were 27, with 1,483 scholars, while in Odessa with only half the number of Sunday schools there were 500 more scholars attending.

The number of inhabitants in St. Petersburg is almost three times as large as in Odessa, yet the former had but 631 classes against Odessa's 301. Popular education in Odessa is not very far from perfect, and if the efforts to improve continue, the chances are that it may become perfect in the not distant future.

Madagascar.

Teachers Must Be Proficient in French.

Consul Wm. H. Hunt transmits from Tamatave a copy of a decree of the governor-general of Madagascar regulating the administration of schools on the island. Directors of schools for European children must be French. Other foreigners can hold positions as submasters or assistants if they furnish certificates of proficiency in the French language. Regulations as to schools for natives, etc., are contained in the decree, which is on file for reference at the Bureau of Manufactures.

West Point and Military Education.

By Col. C. W. LARNED.

Enormous waste of time, great perversion of effort, and correspondingly weak and inadequate results, were among the criticisms directed against the schools and colleges of to-day by Col. C. W. Larned, of the United States Military Academy, in the course of an address at Cooper Union, on February 6, under the auspices of the department of public lectures of the Board of Education. He said, in part:

There are two distinct grades also of modern education—that for the hand worker, and that for the man who works the hand worker. The man who works with his hands is given a little smattering of the rudiments of learning, and must then hark back to the grind that gives him bread.

The individualistic idea in education has led to a more or less chaotic state of things, not only in the medley of subjects offered for selection, but in the method of their teaching and the degree of application of the student in a "go as you please" system; and, as a matter of fact, for the great majority, there seems to be an enormous waste of time and a great perversion of effort, with a correspondingly weak and inadequate result. After desultory attendance at the various institutions for teaching from books, the average graduate drops it all, and begins the serious work of gaining money, or fame, or office. The student is left as an undergraduate to do as he pleases and is taught to act in after-life upon the same principle, operating in and with the elaborate machinery by which modern commercialism works.

The long apprenticeship to learning has not of necessity given the young man an improved body, more skilled faculties, better habits of living, more self-control, a knowledge of the duties of citizenship, a high respect for the rights of others, refined moral perception, a knowledge of his own physical constitution and its care, or of the duties and responsibilities of a parent. It has of persistent purpose in no way trained him to any unselfish devotion to the interests of the State or of society. If he has acquired any of these qualities or virtues it was because he chose to do so by reason of special interest or personal qualities. Strange it is that, altho under training for years and years of his impressionable youth, he should reach the fullness of manhood and citizenship without discipline of body, without trained respect for law, without knowledge of his social obligations to his neighbor or of the greater history of man in the struggle of the masses for light and life and a fair share in the bounty of God's Providence. In a majority of cases he has not even acquired what culture professes to give him—disciplined powers of thought.

The military school trains for character and for the State. It systematically develops the body and it trains the mind along a consistent line for the double purpose of clear thinking and effective practical work. It trains the character to discipline of action; habits of subordination to lawful authority; strict personal accountability for word and act; truth-telling; integrity and fidelity to trust; simplicity of life; courage.

It requires the surrender of life and personal interest to the service of the State without hesitation and without other reward than the satisfaction of duty accomplished. It demands the renunciation of luxury and of the pursuit of wealth; and it places the service of others above the service of self as the ideal of life. It is, therefore, essentially a school of character, and in its genius this function is supreme, for in character lies the highest potentiality of accomplishment in the military as in every walk of life.

West Point's motive force is coercive, there is an irresistible "Must" making for professional right-

eousness behind every act of a cadet's career which, during four years of the most impressionable period of his life, is in countless different ways leaving a formative impression upon his character development. To-day Higher Education seems as a rule to concern itself no whit about anything but intellectual development or its technical applications; and its processes are mainly for culture or gain. Whatever influence is exerted upon moral, social; disciplinary, or physical development is incidental; sporadic, and feeble. Character is the essential meaning, in the last analysis, of every attempt. I have seen to define education; and yet the practical mechanism by which education generally operates appears to me an exceedingly poor device to secure its development in its highest conception.

The military school, as typified by West Point; addresses itself distinctly and systematically, and pre-eminently to the vital principle of them all—the moulding of character.

What West Point does for its cadets is precisely this: It takes its youth at the critical period of growth; it isolates them completely for nearly four years from the atmosphere of commercialism; it provides absorbing employment for both mental and physical activities; it surrounds them with exacting responsibilities, high standards, and uncompromising traditions of honor and integrity; and it demands a rigid accountability for every moment of their time and every voluntary action. It offers them the inducement of an honorable career and sufficient competence as a reward of success; and it has imperative authority for the enforcements of its conditions and restraints.

Unlike other institutions of higher education, West Point cannot be indifferent to the general performance of its students. It exacts of every individual rigid conformity to its standard, and its minimum standard is proficiency in every branch of study taught in its curriculum.



To Equalize Opportunities.

[Springfield (Mass.) *Republican*.]

The project of an unsalaried commission appointed to study the field of education in this State and to submit a plan for equalizing educational opportunities to the Legislature merits favorable action by the general court. The proposed inquiry has to do with the higher and supplementary public education, and, as the argument of the petitioners for the enactment of States, the ultimate aim is to increase the educational power of the Massachusetts system of instruction by promoting unity of effort and opening up more opportunities for instruction in the high schools and colleges to youth of narrow means yet excellent abilities. It is a fact that Massachusetts youth have no State university where tuition is free, while the tendency in the colleges under private control is to increase the cost of an education. It should be remembered that under our system of town and city public schools grave inequalities of educational opportunity exist, especially as between city and country districts. Rural life is heavily handicapped by the inferior educational facilities. A very cursory examination of the field, in short, will show that a commission of experts, appointed according to the provisions of House Bill 611, could develop a very important subject and suggest new methods for utilizing more efficiently the educational power plant which has already been built up in this Commonwealth. If, moreover, other New England Legislatures should appoint educational representatives of their States to co-operate with the Massachusetts commission, the results would doubtless be beneficial to all New England.

The Teacher's Pension.

By Prin. J. BRAD CRAIG, Beaver, Pa.

Within the past few years the teacher's pension has been a subject of varied interest among professional schoolmen and teachers thruout the United States. Nor is interest manifested alone among professional men and women in our large cities where the pension movement is most energetically urged, but it reaches, in our country districts, the semi-professional and amateur who hail it with much concern, not a little satisfaction, and nothing of humility.

Among those who are most interested in this charitable movement are men whose names are much mouthed as educators, and who are moved solely by a desire to do justice to the teacher well on in service without doing injustice to the rank and file in the profession; to benefit the teachers of our fathers without injury to ourselves. That such consideration for those about to retire from service is commendable and that in time all, who have a care about the conditions imposed, will receive their allowance, there is no necessity for argument. But what is the purpose of the teacher's pension? Is it money due the teacher or is it money which needs distribution?

It will be admitted that a pension is an allowance made to individuals for past services and that some characteristic of the service precludes the possibility of adequate remuneration at the time the service was rendered.

European countries grant pensions for both civil and military service; for civil service because in many cases an adequate compensation would detract from the honor and prestige associated with the office; for military service because of the personal risk of life that is assumed or for injuries which may result. But no argument favoring low salaries for teachers has ever been presented on the ground that an adequate remuneration would reflect less of honor and glory on the recipient, nor is the work of a teacher any more hazardous to life and limb than is that of any other profession. Why then should a pension be issued when the two most generally accepted and plausible arguments for granting pensions, in their best light, appear ludicrous?

But might it not be true that in a large number of cases the teacher receives a salary commensurate with her ability?

In any market a thing is valuable either because of its rarity or because of its cost of production—need and want being assumed. If there were as much diamond in the market as iron, diamonds would sell as bolts and screws. If automobiles could be manufactured at as little expense as wagons, farmers would be buying electricity and gasoline instead of feeding horses.

And if, as is true in many rural districts, villages, and even in some of our cities, one secures a position to teach who is removed from the grammar school education but by a year, might it not be possible that the services rendered by such a person are as disastrous upon the children *mentally* as would be the services of a "cure all" doctor upon the *physical being* who knows nothing about medicine?

If the treatment of the body requires skilled doctors the treatment of the mind requires skilled teachers, more than that it requires men and women who have characters above reproach and who are as disposed to read the magazines and books of their profession as they expect the doctor to be who doctors their child; at least they should be as kindly disposed toward such books as "The Recitation," and "School and Society," as they are toward "Mrs. Wiggs of the Cabbage Patch," and "Lovie Mary," however good the latter may

be. Unless teachers rise to this standard—a standard which every parent has the right to demand and a standard which schoolmen and school boards ought to require—they cannot gracefully and without just embarrassment expect their salaries to be based upon such a standard.

Those below this standard have neither expended much money in the production nor have they been rare—until within the past few years, and then only because of the indifference of schoolmen and school boards—thus rendering both arguments worthless.

On the contrary the school boards would shield from a great harm the children under the jurisdiction of their schools if they would reject such applicants—admitting very few exceptions—or, when political coercion demands remuneration, pay the applicant the low salary which is universally paid and give them an indefinite leave of absence.

It will be said by those who are most enthusiastic in the pension movement that teachers, especially those who have been in service for a long period of time have been doing and are doing their work for salaries insufficient to enable them to be independent individuals after they have reached the date of their retirement and that it is the duty of society and the duty of the teaching profession to assume the responsibility of caring for these individuals.

It will be granted, and we think without any exceptions, that in a great number of cases the present teachers' salary is not sufficient to render them independent when they are compelled to retire; that they have not received in the market and from society the compensation which professional teaching merits, but does the gravity of the situation demand that they be made wards of the State or nation; or does the State or nation assume the position of judge as to whether or not the number of boys and girls who have developed to something near their possibilities under a certain teacher's care is greater than the number of those who were narrowed and cribbed by her inability to appreciate their mental operations and hence finished school to pass thru life as dwarfed human beings?

On the Pacific sea board is a training stable where thorobred horses are trained. The owner of this stable was asked how much he paid his trainer, to which he replied that he paid him twenty-five thousand dollars per year. The inquisitor asked him if it were not possible to employ a man at a lower salary who could do the work *just as well*. His reply was that he could employ men for less money but they might not get all out of the horse that was in him and he couldn't afford to take the risk.

We are not attempting to theorize but simply to state facts, and, as they appear, the facts have been and are that the salaries paid to teachers are inadequate for the needs of professional men and women, but it is a fact equally lamentable that the teacher's ability is inadequate in many cases to fill the position as teacher of your child and mine.

Rather than accept, tacitly or otherwise, existing conditions, would it not be saner, a little more professional, infinitely less embarrassing for teachers as a body of professional men and women, and would it not evidence a shrewder business sense if those who are generously exerting themselves to relegate the teacher to the category of unfortunate ministers and war veterans would busy themselves in effecting an organization of conditions that would eliminate from the ranks of the teaching profession those who merely "hold certificates," that would insist that all teachers be professional men and women, and that would, when this is done, ask the world to pay for what it gets when the minds of its children are developed as well as their diseases are cured or its horses trained?

Educational Discussions in the Newspapers

The Schools for Everybody.

[Cleveland (O.) *Leader*.]

Immense possibilities are bound up in a move made by the Board of Education at its last meeting, which has attracted but little public attention. It was the appointment of a committee on lectures and social centers. This means that a start is to be made at once in using the great public school system of the city in what is commonly known as social settlement work.

Such enlargement of public education may mark the beginning of a new era in civic development. The plan is to make the schools of use to the people as a whole, especially in the congested and foreign districts.

Nearly all the school buildings have auditoriums. The parents of the pupils will be invited to come to them. There they will find entertainment of a nature which will be instructive. Talks on the privileges and duties of citizenship and the art of homemaking will be given in the districts where many of the residents are newly-arrived foreigners. The nature of the instruction will, of course, vary with different localities. It can range from the most rudimentary principles of the American idea of government to art and literature.

Three objects will be gained, all most desirable. The people will be given a mental, moral, and civic uplift; they will be brought into intimate touch with the schools in which their children are being fitted to become useful men and women, and the quality of Cleveland's citizenship will be constantly improving.

No better place for putting this plan into effect can be found than Cleveland. The proportion of foreigners of the immigrant class among its people is exceptionally large. As a rule they are orderly and industrious and keenly ambitious to become good Americans as quickly as possible. Beyond doubt the opportunity about to be extended to them by the Board of Education will be eagerly seized.

Making Education Pay Profits.

[Boston *Advertiser*.]

From Omaha is reported a queer wrinkle in educational schemes. The reported plan is to make it unnecessary for children to work for the support of their parents or younger brothers or sisters. Working children are to be placed in school and the exact amount of their earnings will be paid to them by the Juvenile Court. The funds are to be obtained thru regular weekly appropriations from churches, societies, clubs, etc. It is not likely that so absurd a scheme will reach beyond Omaha, if it even has a fair start there. In providing free public schools, and in passing laws making it compulsory for children up to a certain age to attend school regularly, and making it illegal to employ children in factories and mercantile establishments until they have reached a specified age, the nation or State may be said to fulfil its duty. Education is an object to and an asset of the country, of course, and all legitimate and common-sense methods should be employed to enforce that education on children as is done in Massachusetts. But the Omaha scheme steps over the bounds of common sense and assumes a paternalism that is repugnant to American ideas, as well as opening the way to considerable fraud.

One Solution of the School Question

[Washington (D. C.) *Herald*.]

The question which has been raised in the courts as to the constitutionality of the method of appointing the Board of Education is one that possesses more than local interest. It goes to the very foundation of the relations between the legislative and judicial branches of the Government, and the arguments pro and con are certain to attract the attention of every person interested in governmental operations.

Without regard to the final determination of the question, however, it may be worth while to suggest that at some time in the future a new system of school administration might be profitably adopted. This idea, if carried into practical operation, would do away with the Board of Education and give the management of the schools into the hands of a superintendent under the control of the Commissioners. In other words, the schools would be operated exactly as other great departments of the municipality, and there seems to be no reason why this should not be successfully undertaken. In former years we had a Board of Health in Washington, but it was abolished, and the health officer is now responsible, under the Commissioners, for the sanitary condition of the city. There was a time, too, when we had police and fire boards, but they, too, proved superfluous. The superintendent of police and the chief of the fire department are now at the head of their respective organizations, and certainly no one will question that their forces are well-disciplined and efficient. It is very easy to see how involved would be the administration of affairs if the old police and fire boards should be re-established.

There are no problems connected with the schools that could not be settled satisfactorily by a school superintendent without the aid of a Board of Education. He could make promotions, as, indeed, they are now made by the superintendent under the law, and could be relied upon to act justly and fairly toward the teaching corps. He could settle all differences, while his recommendation for dismissal, if based upon sufficient ground, would be sustained. The simple appointment of a property clerk would relieve him of all the detail of purchasing and distributing supplies. In the management of the police and fire departments experience has shown that the heads of those departments deal justly with the men in the matter of detail and promotions, and it would seem as if a school superintendent could be equally trusted.

It will doubtless be some time before the scheme herein suggested can be put into operation. There is no desire, indeed, to hasten the exit of the present Board, which is composed of men and women who have taken up their work industriously and unselfishly. Nevertheless, if another change in the manner of administering school affairs is ever made, the plan herein outlined might at least be undertaken as an experiment. It certainly could not do any harm.

U. S. Consul, R. W. Austin, in a report from Glasgow, states that recent British statistics showed the rapid disappearance of illiteracy among those entitled to suffrage in the United Kingdom. Of the 5,500,000 votes cast in the recent election, only 34,309 were by illiterates; 19,758 of these being in England and Wales, 12,510 in Ireland, and 2,041 in Scotland.

Pay of Women Teachers.

[New York Sun.]

Women employed by the Department of Education as principals of elementary schools, assistant principals in elementary, high, and training schools, grade teachers in elementary schools, assistant teachers in high and training schools, junior teachers in high schools, library assistants in training schools, special teachers of music, drawing, and physical training, and teachers of other special subjects are paid less for their services than men doing the same kind of work. The discrimination against women is not based on the theory that they are worth less than men, for in some places there is no attempt to pay them less than the men get. Thus women superintendents, principals of high, training, and truant schools, those employed in evening and vacation schools, at recreation centers,

and model teachers at training schools have the same salaries that men in these positions have. The only explanation of the lower compensation for some women is in the cheapness of female labor.

A sample of the difference in pay for the same work is shown in this table, prepared by the Interborough Association of Women Teachers:

| Year. | Women. | Men. |
|-----------------|--------|-------|
| First..... | \$600 | \$900 |
| Fifth..... | 760 | 1,320 |
| Tenth..... | 960 | 1,845 |
| Thirteenth..... | 1,080 | 2,160 |

The annual increase in men's salaries is \$105, in women's, \$40. It is difficult to see by what system these figures were obtained. The woman teacher's increase is one-fifteenth of her first salary. The man's is between one-eighth and one-ninth. The regulation governing this appears to be entirely arbitrary and unscientific.

Segregation of Japanese in San Francisco Schools.

The Japanese Issue.

[Philadelphia (Pa.) Telegraph.]

One of our illustrated weeklies is making a leading feature of the California-Japan difficulties, harping on the subject week after week with persistent determination to make the most of it before public interest dies out. The latest demonstration by this journal is to portray "The Japanese School-boy Who Stands Between Two Nations." The boy in question has been selected to be plaintiff in a test suit to decide the question of the constitutionality of San Francisco's act in excluding the Japanese from the public schools. As a matter of fact, San Francisco has not excluded the Japanese from the public schools, but has merely directed that they shall attend certain schools rather than certain others.

Extremes and a Mean.

[New York Globe.]

The Japanese school segregation question to-day presents two extremes and a mean, which indicates that it is not slowly approaching its more delicate phases. On the one hand is the resolution of the California Senate protesting against the "unwarranted interference" of the Federal Government and requesting "the Governor and the attorney-general to do all things necessary to protect and save the rights of the State of California in this most important matter." The Japanese foreign minister, on the other hand, made a speech in the Japanese Parliament yesterday in which he said: "In the event of an unfavorable decision [by the courts] the anti-Japanese movement in California will be considered to represent the opinion of the whole United States, which would require diplomatic adjustment." The mean is found in the action of the President calling a conference of all the members of the California delegation in Congress, which—tho its purpose is not stated—will in all probability consider the Japanese question and its possible solution.

Relief from the *impasse* toward which we seem to be pressing, is to be looked for, it would seem, not from California itself. And if the attitude of the Japanese minister is indicative its diplomatic representatives seem prepared firmly, if tactfully, to maintain their request—let us not yet say their demand—for a recognition of their "rights," and to embrace every advantage offered by the developments of the case.

None can dispute the right of California to defend what it believes to be its just constitutional authority. It were a laggard and unworthy State if it did not prepare to take all legal and constitu-

tional means to maintain a power which it believes to be in danger of infringement. And, on the other hand, the spirit of Japan in asserting a "right" so long as it has an honest conviction that it possesses such right cannot be warrantably criticised.

The case is before the courts and the national administration. All should suspend their judgment—and by all we mean the people of the State of California, the people of the entire nation, and the people of Japan—until those bodies regularly constituted to pass upon such questions have decided them. Japan should feel that the question is one of law, and that it will be decided in accordance with the law. When she entered into treaty relations with the United States she submitted herself to the courts of the United States—for with them lies the construction of treaties in matters involving the Constitution and laws of the United States. Treaties are not beyond the courts' jurisdiction. They are necessarily subject to the courts' control. It would, therefore, be not merely a breach of courtesy but as well of treaty agreement were she to take offense and show serious resentment at a decision of our tribunals, however subversive of her "claims." If there be veiled threat or criticism in the statement by her foreign minister that an unfavorable decision will be considered by Japan as representing the opinion of the whole United States, requiring diplomatic adjustment, then there is some derogation from the proprieties of the case, and a statement has been made which, on reflection, should receive Japanese amendment. The United States, the State of California, and Japan must all approach this question in the equitable spirit of justice, convinced that it will be decided in accordance with the dictates of justice and the law. And when the decision has been rendered it will remain for all three to act in the graceful spirit of honorable adjustment. When the rights of the matter are fixed and known—then the question of strictly legal and constitutional adjustment can be considered.

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A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

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"Our Times."

Hereafter THE SCHOOL JOURNAL will have a weekly department of significant general news notes. It will be conducted by C. S. Griffin, the editor of *Our Times*, a model weekly newspaper, which is used in many schools for the study of current events.

There is practically no child labor in the factories of New Jersey. The State has solved the problem by notifying the school authorities whenever the department finds a child less than sixteen years old at work in a factory, and ordering the child's discharge.

Governor Magoon, of Cuba, has been much annoyed by the program arranged for a great fair at Consolacion, in Vueltabajo district. The fair opened February 2. It is under the management of Pino Guerra and other political leaders. They have arranged for cock-fighting and various gambling games. They boast that the Rural Guards are too few to dare interfere with them.

Signor Gusmini, an Italian contractor, has gone to the Isthmus of Panama to offer the services of an army of contract workmen to John F. Stevens, chief engineer of the Panama Canal. Signor Gusmini says that he can land 30,000 Italian and Spanish laborers on the Isthmus within six months. They will work at reasonable wages. He believes that he can furnish enough workmen to finish the canal.

It is said that the Canadian Government has decided to introduce legislation curtailing the privilege of the Bell Telephone Company. This action is on account of the Company's treatment of its employes. On December 31, five hundred girls in Toronto refused to work eight hours a day instead of five, altho a twenty-five per cent. increase of wages was promised.

The New York Socialist Literary Society, an organization of Jewish Socialists, opened a new kind of school in New York on February 1. It will be held once a week. Its purpose is to teach socialism to Jewish children.

General Barahona, the revolutionary leader in San Salvador, has been captured by Government forces. Two rebel bands which have been making trouble have been destroyed.

Several towns of Illinois, including Highland, Vandalia, and Greenville, experienced a severe earthquake shock on January 30. It was accompanied by a loud rumbling. No serious damage was done.

Tribute to Dr. Carroll.

The Senate Committee on Military Affairs proposes to confer an unusual honor upon Lieut. James Carroll, Curator of the Army Medical Museum and Laboratory Surgeon in the Surgeon General's office. The committee has been considering a bill promoting Dr. Carroll to be Lieutenant Colonel on the retired list.

The War Department reported that Dr. Carroll was far too valued to be retired. It decided that he should be promoted to be a Major on the active list of the army. A bill to this effect has been reported to the Senate.

Dr. Carroll was a member of the commission sent to Cuba in 1900 to investigate yellow fever conditions. He offered himself for experiment to determine whether the yellow fever germ was transmitted by mosquitoes. He was the first of the volunteers to take the fever. When promoted, he will be assigned to the Medical Corps of the army. He is fifty-two years old.

Buried by an Avalanche.

An avalanche fell upon the village of Bariges, near Lourdes, France, early in February. The casino and twenty houses were destroyed, and many persons were buried in the snow.

Bariges is a celebrated watering-place more than four thousand feet above the sea. It has a number of sulphur springs, the most powerful in the Pyrenees. These springs range in temperature from 91 to 111 degrees. The waters are charged with a peculiar nitrogenous and oily substance called baregine. The place is a favorite resort of invalids, altho always in danger of destructive snow avalanches.

Americans Seek Sunken Millions.

An agreement was concluded on January 31 between the Lutine Company, representing Lloyds, Insurers, and Frederick B. Whitney, of Washington; D. C. The compact provides for further attempts to salve the bullion which formed part of the cargo of the British warship *Lutine*.

The *Lutine* foundered off the coast of Holland in 1799. The British Parliament granted the Insurers, Lloyds, the right to £1,680,000 of the sunken gold, half of which, under the present agreement, will, if recovered, go to the salvors.

Four Million Dollar Treasure Found.

Great excitement has been caused in the Nombres de Dios district of Mexico by the finding of hidden treasure worth more than \$4,000,000. It is said to have been hidden by bandits, many years ago. The treasure consists of golden images and idols, a large crucifix of gold, and a vast number of silver bars.

The Mexican Government has sent fifty soldiers to the place to preserve order.

Old Grimes.

Old Grimes is dead, that good old man
We never shall see more;
He used to wear a long black coat
All buttoned down before.

The old Grimes house, which has long been one of the landmarks of Hubbardston, Mass., was destroyed by fire on February 3. It was built in 1761 by Joseph Grimes, whose son, Ephraim, was made famous by Albert Gordon Greene in the song, "Old Grimes Is Dead."

President Approves of Consumers' League.

The sixteenth annual meeting of the Consumers' League of the City of New York was held on January 31. The president, Mrs. Nathan, read a letter from President Roosevelt. In it he expressed his earnest hope for the success of the Consumers' League. In speaking of the abuses of child labor, President Roosevelt said that when the State failed to do what should be done, the national Government should interfere.

New Treaty With Domingo.

A new treaty between San Domingo and the United States was signed at the San Domingo capital on February 4, by President Caceres and Minister Dawson.

The new treaty is more simple than the old one and differs from the former treaty in substituting bonds to be delivered to the international creditors of Santo Domingo, instead of requiring them to wait periodical payment from the customs receipts of the island. The bonds will run for fifty years. They may be redeemed at the end of ten years at the rate of 102½ per cent.

Railroad Congestion.

The railroad situation in the Northwest is appalling. The coal famine is causing great suffering. In many places a snow blockade has added to the difficulty of transporting supplies.

Two thousand freight cars stand in the yards of the Minnesota Transfer Company, all loaded with Christmas goods billed to North Dakota towns, which have been here since December 1. One thousand other cars are scattered along side tracks, loaded with food supplies and merchandise, some of which has been on the way since November.

This railroad congestion means ruin to many Dakota farmers. Millions of bushels of wheat are stacked upon the ground, covered only with snow. It is estimated that fully fifty per cent. of this will be unfit for marketing. The loss on the grain crop in Dakota, because of the failure of the railroads to get it to market, will reach into the millions.



Dr. Shepard's Trip.

The Bureau of American Republics announces that William R. Shepherd, professor of history, in Columbia University, will visit the leading South American capitals next summer as a representative of Columbia University.

The object of the trip will be to cultivate personal relations with the leading statesmen, authors, and men of affairs in South America.

Dr. Shepherd will convey to them knowledge of the opportunities offered by American colleges and universities. He will also collect material for a course of lectures on South America.

President Roosevelt, Secretary Root, and the Latin-American diplomats are much interested in

Dr. Shepherd's trip. They hope that it may result in sending South American men of letters to the United States.

German Elections.

Reballoting in 130 Reichstag election districts, on February 5, resulted in a further victory for the German Government. Enthusiastic crowds formed a procession forty or fifty thousand strong, and marched thru the streets of Berlin singing patriotic songs. They finally moved to the palace of Imperial Chancellor von Buelow. Prince von Buelow made them a patriotic speech which was received with a roar of cheers.

The crowd then went to the palace of the Emperor. When he appeared it broke into mighty shouts of "Hoch!" The Emperor waved his handkerchief and called loudly the student command, "Silentium!" The crowd quickly became silent. The Emperor then made a brief address.

Hedin's Success in Tibet.

News from Sven Hedin, the Swedish explorer who went on a journey of exploration to Tibet last year, has reached Calcutta. Hedin, when he dispatched his courier, had already explored 840 miles of unknown country. He hoped to reach the city of Shigatse, 130 miles from Lhasa, late in February.

He had discovered many mountain ranges; rivers, and gold fields, and had traveled eighty-four days in the solitude of an Arctic winter.

Hamilton Hall Opened.

Hamilton Hall, the new college hall at Columbia University, was formally opened on February 2. The building, which cost \$500,000, was given anonymously to the University.

Five hundred alumni, besides the undergraduate body, were present at the exercises. Speeches were made by President Butler, Dean Van Amringe, and others.

Dean Van Amringe was loudly applauded when he said that the college would be jealously guarded, and fostered with care; not to abandon the making of men for the sake of making merely professional men and specialists.

Cuban Army Decree.

Governor Magoon has issued a decree prescribing the organization of the new Cuban army. The decree declares that all able-bodied men between twenty-one and forty-five years of age shall constitute the national forces, which shall consist of a permanent army and a force of militia.

The permanent army is to be known as the "armed force of the republic." The militia is to be liable only in case of emergency. The armed forces are to be under the sole authority of the Executive.

The permanent army shall consist of a general Staff, a corps of rural guards, a corps of field artillery, and a corps of coast artillery, the whole under the command of a major-general.

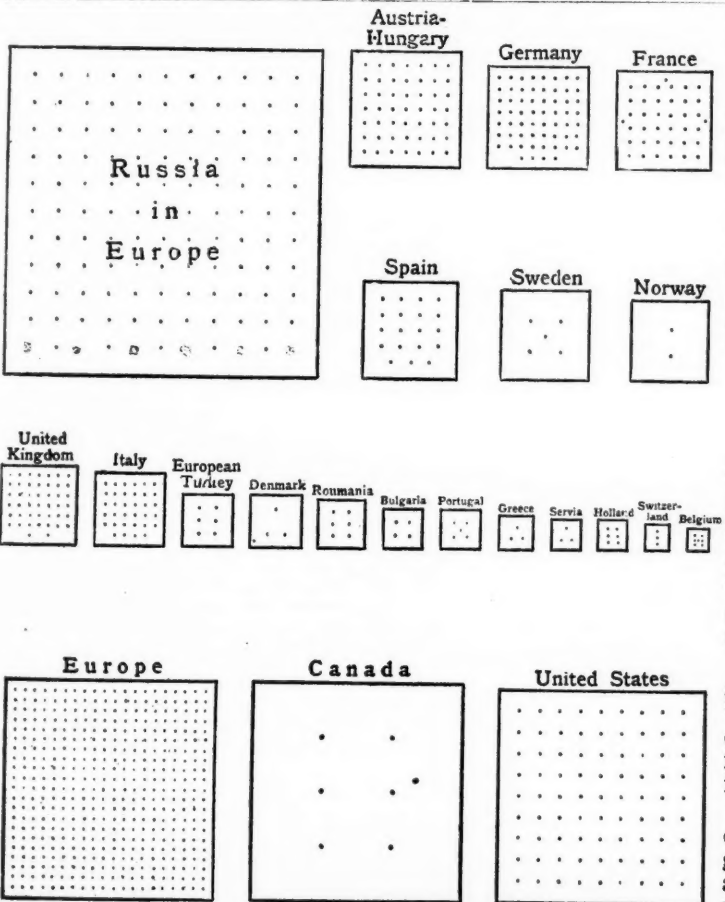


Diagram showing the comparative sizes of various countries.

The Republic of the World.

By RAYMOND L. BRIDGEMAN, Boston.

Author of "World Organization."

During the coming educational year a committee of seven will be at work upon a plan of promoting the peace of the world by means of instruction in the public schools of this country, and they will present their report at the next meeting of the American Institute of Instruction. It will also be laid before the National Educational Association at its next annual meeting. Four of this committee are directors of the American Peace Society. The beginning of the movement in public schools for the promotion of world peace was made last year by Secretary George H. Martin, of the Massachusetts State Board of Education, who sent circulars to public school superintendents thru the State, asking them to observe May 18, the anniversary of the organization of the Hague Conference in 1899, as Peace Day. Ohio copied the idea last year and other States have joined this year and the movement is spreading.

But there is a broader movement, of which the peace campaign promises to become a part, which will not only secure the peace of the world more permanently and substantially than direct preaching for the restriction of national armaments, but will also bring about many additional benefits. Indeed, its success is essential for the permanent peace of the world. This is the movement for the organization of the world as a political body. It has at last reached the stage where it commands the assent, respect, and co-operation of some of the best thinkers among our public men. It was the one particularly hopeful feature of the Mohonk conference this year and, as a proposition for a regular international parliament, it had the official indorsement of the conference twice. In the petition of the conference to President Roosevelt to instruct our delegates to the next Hague conference to urge that conference to give special attention to three subjects, this was named as the first of the three, in these words: "a plan by which the Hague conference may become a permanent and recognized congress of the nations, with advisory powers," and in the official platform of the Mohonk conference it had this indorsement: "Especially we hope that the second Hague conference will elaborate and propose a plan by which the conference may be held at stated periods and that in the intervals appropriate offices may be maintained at the Hague so that these conferences may become a permanent and recognized advisory congress of the nations."

In various terms, such as "an international parliament," "an international congress," "stated parliaments," and their equivalents, this idea of a political representative body of the nations, which will eventually become a true legislative body for the world, was named and supported at the Mohonk conference. President Roosevelt indorsed the idea when he put the subject into his invitation for the second Hague conference, which was sent out by Secretary Hay in October, 1904, on the initiative of the Interparliamentary Union, an invitation which was subsequently waived by request of the Czar, in order that he, who invited the first conference, might invite the second also.

While the political organization of the world will surely proceed by the path of evolution, if the past is any criterion, and will not come suddenly into being as a result of some plan on paper, yet conditions are shaping themselves rapidly to some formal beginning of world legislation and of world organization which shall be recognized in its true light. It has already been noted how speakers at Mohonk—Lyman Abbott, Charles S. Hamlin, Judge

W. L. Penfield, ex-Congressman Samuel J. Barrows, Congressman Bartholdt, and others—supported the idea of a world parliament, and evidently the entire body accepted this idea as sound. Last year it was approved by Chancellor MacCracken, of the University of New York, whose proposition for the study of peace and arbitration in colleges and universities has borne much fruit this year. Men are coming to accept the political unity of the world as an ideal to be realized in a future more or less remote, and the progress of events during the last five years makes it appear much less remote than it did then when first proposed before the public as a practical proposition for which men ought to work.

Organization of the world, with a legislative body, which promises to be evolved, as the above quotations indicate, from the Hague conference, would soon be followed by the beginning of a true world judiciary, of which the Hague court of arbitration is probably the formal beginning, tho not now a true court, and the germs of the world executive are in sight in the form of the permanent executive officers of those world organizations now existing, the Universal Postal Union and the Council of the Hague. World peace will come, with its full blessing of disarmament—which is more than a restriction of armaments—when there will be ample means of settling the quarrels of the nations. This means that a world court must be in assured operation as an interpreter of world law and that requires the organization of that court, as fast as possible, by direct effort for that end. Peace, to many, has an effeminate sound. It lacks the stir and bustle and animation of war. But world organization has all the bustle of a great enterprise. It has the inspiration which comes from a movement as comprehensive as humanity itself and it is therefore likely to rally to its support, when it is fairly set before the world as an ideal sure of accomplishment, many to whom the propaganda of peace would not prove attractive. Not only is it more imperative, therefore, to work for the organization of the world than it is to work directly for the peace of the world, but it is a more hopeful effort, because it is more likely to appeal to the masses of the people.

One of the great obstacles in the way, after the inertia of public opinion shall have been overcome, by realization of the benefits to accrue, will be the doctrine of national sovereignty. But popular ideas will change. Long intercourse of the people of different nations with each other, and the repeated sessions of such international bodies as the Hague conference, will familiarize the minds of the nations with the truth that there is a world sovereignty which is higher than the sovereignty of any nation, and that nothing will be gained by shutting the eyes to the truth. National sovereignty will continue to exist in the sense that no nation, in the new order of things, will exercise any more sovereignty over another than it does at present. But the sovereignty of the entire body of mankind over any and every nation, taken singly, which is already dimly recognized in international law, will come out into a light so clear as international developments advance, that it will be accepted as a true doctrine for the nations, and the true legislative body, world judiciary, and world executive will then be provided in their rightful relations.

Over the world, as a whole, organized into one body (as it really is one body to-day, but with constant discord between its warring fragments), will rule the intelligence and will of the world as a whole, expressed thru world legislation, interpreted by world courts, and carried out by a world executive. Then the peace of the world will be entirely assured

and in a way more enduring than by any international agreements not to arm. The quickest way to persuade the nations into the right frame of mind for disarmament will be to persuade them to take their rightful place in the organized unity of all mankind. Then they will know that all their rights will be preserved and that no other nation, however powerful, will be able to tyrannize over them. With every possible effort, therefore,

for the peace of the world, it remains that the most effective service to the cause can be rendered by promoting the political unity of the world, and this is the end toward which all Americans can work with especial enthusiasm, for their form of national government is more like what the coming world government promises to be than any other form on earth, for there is already foreshadowed a republic of the world, or a genuine world state.

Notes of New Books

The Gulick Hygiene Series, for which Dr. Luther Halsey Gulick stands sponsor, is continued by a little volume called *TOWN AND COUNTRY*. The author is Frances Gulick Jewett. The purpose of the book is to present to children in the schools the causes of disease and show them how care even in seemingly unimportant details is all-important in preserving a healthful environment. It treats of community hygiene in a way to interest children and elicit their co-operation. And this is the important point to gain their co-operation. It is certain that the fine influence of this book and the series to which it belongs will be felt in communities where they are used long after the children have left school. It is a valuable contribution to that campaign for healthful living which is really just beginning to be waged. Reproductions from photographs illustrate forcefully the proper and improper conditions under which water, milk, etc., are supplied to cities, and other conditions which make for or against the life of the city or the rural community. (Ginn & Company, Boston.)

Thomas F. Meinhardt has prepared a little book called *PRACTICAL LETTERING*. The author lays particular stress on the matter of spacing, which in reality is of almost equal importance with the correct drawing of the letters. His hints, as well as his illustrations, are excellent. Here is supplied in a very practical and convenient form what one would have to wade thru page after page to find in the ordinary books on the subject. (Norman W. Henley Publishing Company, New York. 60 cents.)

Frank Aborn has issued in pamphlet form a description of a part of his system of drawing for schools. Mr. Aborn has sought and attained with large measure of success his object of giving the child something definite to work from. This is the point which makes so direct an appeal to the teacher of drawing. Whether the teacher adopts the system in its entirety or not, there is many a helpful suggestion which may be gained from *MECHANICAL TRIANGULATION IN FREE HAND DRAWING*, as the author calls his little booklet. (Cleveland Publishing Company, Cleveland, Ohio.)

THE ELEMENTS OF ENGLISH VERSE CORRELATED TO MUSIC, by Alice C. D. Riley, seeks to supply something which has been absent from the training of little children in most schools. It aims, in other words, to teach in simple terms the foundations of English verse in a way similar to that in which primary instruction in music is given with such marked success to very small children. The book is carefully prepared, well graded, and simple in its treatment of what is often considered, if presented at all, a most difficult and complicated subject. (Clayton F. Summy Company, Chicago.)

Dr. W. E. Mosher, associate professor of German in Oberlin College, contributes to Heath's Modern Language Series, *WILLKOMMEN IN DEUTSCHLAND*. The object of the book, and it is well carried out, is to furnish material for the second or third semester of German study. Material of this kind is often hard to find. Either it is too difficult in language, or too simple in content to win the student's attention at a time when it is all important to keep him interested in his work while he reviews the fundamentals of grammar which he has already partly mastered. The picture of Germany and German life presented is accurate and pleasing. The sentence work is well graded and well suited to drill work. The illustrations are good. *WILLKOMMEN IN DEUTSCHLAND* is a successful effort to meet a particular need of German students. (D. C. Heath & Company, Boston.)

BOOKS, CULTURE, AND CHARACTER—it is an attractive title and belongs to an attractive book. The contents are collected from the addresses and lectures of J. N. Larned. Among the lectures are the following suggestions for pleasant reading: "A Familiar Talk About Books," "The Mission and the Missionaries of the Book," "School Reading Versus School Teaching of History." It is delightful to be so pleasantly persuaded to the doing of a thing so thoroughly worth while as to choose and make companions of books. This is what Mr. Larned does, and all who read this little

book will be sure in some measure to catch the contagion of his love for what is good in literature and life. (Houghton, Mifflin & Company, Boston. \$1.00 net.)

WISE AND OTHERWISE is another novelty book by W. M. Rhoads, who designed the stein *TOAST BOOK*. The owl that forms the shaped cover of this book has under her wings a rare brood of shrewd wit and funny fable that is perhaps wise even when otherwise. For good fun helps make the world go round, and there are as many laughs as pages in the book. It is illustrated by A. R. Bowker. (Penn Publishing Co., Philadelphia. Heavy paper cover, 25 cents. Full leather, \$1.00, net.)

CERTAIN DELIGHTFUL ENGLISH TOWNS, by William Dean Howells, is a book of travel that will make a wide appeal. Most American travelers, as a rule, are in such a hurry to reach Paris, the Rhine, and Switzerland, that England receives but little attention. Chester, Warwick, Stratford-on-Avon, London, Canterbury, and Oxford exhaust the ordinary towns of which even the most leisurely obtain a fleeting view. A few go into the West and up the Severn Valley but the southern coast is practically unknown, for even Dover, Folkestone, and Dieppe are used merely as gates to the Continent. Mr. Howells in this book has undertaken to supply his compatriots with some idea of the interest and beauty of some English towns that lie off the beaten track.

Starting at Plymouth, he saunters thru to Exeter; Bath, with its extensive Roman remains; Wells ("The English Mecca"), which possesses what many consider the most beautiful Cathedral in England; Bristol, the great western port of the Middle Ages; Canterbury with its memories of murder and monuments of kings; Oxford, with its spires, quadrangles, and gardens; Walled Chester, and other towns of historic moment. Everywhere he goes the author finds something to connect him with American origins. Plymouth he finds interesting for its Puritan associations, and Bristol as the headquarters of the slave trade in the early days of their country's history. Everything is noted from a friendly American point of view. Nothing that is picturesque or pleasant in town or country escapes his keen eye or sense of genial humor. The book is fully illustrated, and may be had in ornamented cloth gilt-top with uncut edges, or in the Tourist's Edition, bound in limp leather, with old-gold stamping. (Harper & Bros. \$3.00.)

When Arlo Bates writes on the presentation of literature as a subject for study in secondary schools, he is sure of a large and attentive audience. The problem of inducing—one cannot compel—students to study literature rather than facts about literature, confronts every teacher. The secondary school is the critical period. If the student here can be persuaded to look into the books themselves for an understanding of their meaning, for an appreciation of their worthiness to be read and studied; if he can be lead to find in them their own *apologia*, rather than in anything written about them, all will be well. It is a period which in this subject, more than in most, makes or mars. Dr. Bates has a full realization of these difficulties. He brings a clear understanding, based on wide experience, to the solution of these problems, or rather to suggested solutions, for each teacher must solve the problem for himself. Herein lies the most useful characteristic of the book, its adaptability to the varying needs of different classes, and different teachers. The author has suggested broad and general outlines, which properly fitted to an individual class, should lead to success. No single chapter in the volume will prove more helpful than that in which Dr. Bates illustrates his method as exemplified in the study of Macbeth. *TALKS ON TEACHING LITERATURE* stands out among the many recent books of kindred purpose as at once eminently practical and helpful, and at the same time itself a delightful literary work. It should be read for pleasure and studied as a guide. (Houghton, Mifflin & Company, Boston. \$1.30 net.)

Received During the Week.

Porter, Charles.—*School Hygiene and the Laws of Health*. Longmans, Green & Co.

Don't think that eruption of yours can't be cured. Take Hood's Sarsaparilla—its virtue is its power to cure.

The Educational Outlook.

The French Government is confronted by an embarrassing situation. Schoolmasters in Paris and other large industrial centers have formed themselves into unions (*syndicates*), and become affiliated with the general labor federation (*confédération générale du travail*). As the members make little effort to conceal the fact that the purpose of their organization is to spread the doctrines of the radical Socialists, at whose instigation the unions were formed, it will be necessary for the Government to adopt some measure to prevent schools supported by the entire people from becoming the means of propagating the views of one particular political party. It will probably require special legislation, as the French laws in regard to labor unions are very broad.

The Senate of New York State has passed unanimously a bill introduced by Senator Page, regulating the hours of labor in factories for minors under sixteen. The hours are reduced from nine to eight, and must be between 8 A. M. and 5 P. M., instead of between 6 A. M. and 7 P. M., as heretofore.

The Alumni of the Rensselaer Polytechnic Institute of Troy, N. Y., were made glad at their recent dinner in New York City, by the announcement of President Rickett's that \$1,000,000 had been presented to the institution by Mrs. Russell Sage.

It is considered probable that the donation will be used to found a school of mechanical and electrical engineering, named in honor of the late Russell Sage.

Mrs. Sage has also given \$1,000,000 to the Emma Willard Seminary. Mrs. Sage was graduated from the Troy Female Seminary, as it was then called, in 1847.

Teachers of San Antonio, Texas, lately petitioned the Board of Education to withhold two per cent. of their salaries to form a pension fund for retired teachers. Their petition included a request that teachers who have been in the service for a period of five years be considered permanent and be removable only for cause. The Board has taken both suggestions under advisement, and seems favorably disposed to them.

The State Senate of California has passed resolutions protesting against the interference of the Federal Government in San Francisco school affairs, and commending the governor and attorney general for the position which they took in the matter.

The General Education Board, which was organized here five years ago to aid struggling colleges, had its annual meeting at 54 William Street, New York, a few days ago. Robert C. Ogden, who has been chairman since the Board was formed, was succeeded by Frederick T. Gates. George Foster Peabody was re-elected treasurer, and the Rev. Wallace Buttrick was chosen secretary, Starr J. Murphy retiring as one of the secretaries.

The school-house committee of the Board of Education of Newark, N. J., has cut down its estimate of funds needed for constructing and acquiring new sites from \$1,336,000 to \$1,288,000. The \$166,000 which has been set apart for purchasing new property will be devoted to acquiring sites for new buildings and additional playgrounds. The largest single item in the budget is \$400,000 for the proposed commercial high school.

Scarlet fever has been raging in Chicago and is spreading in an alarming manner. The Board of Education, as a precautionary measure, closed the Eugene Field School in which there had been a number of cases. The Board has also put in operation a system of checking up cases of contagious disease in the schools, and by exchanging reports with the Board of Health, hope to exclude from the schools children who might spread the contagion.

The Board of Education of Deptford township, New Jersey, have resigned in a body, on account of a misunderstanding with State Supt. C. J. Baxter. The trouble arose over the refusal of the township to pay the tuition of a child in the Woodbury High School. A permit had not been obtained for the child, and the question of the necessity of such a permit has brought about the misunderstanding between the school authorities. At present the schools are being administered from the State headquarters at Trenton.

In Chicago, the Daughters of the Revolution have asked permission to present American flags to those of the schools that do not now possess them.

The former pupils of the old Walnut School, of Newburg, O., which the encroachments of Cleveland made it necessary to tear down some fifteen years ago, are planning to hold a reunion next June. Harry W. Pratt, president of the association, is trying to get the name of every one of the old pupils. Miss Percie A. Trowbridge, the former principal, and A. S. Hardy, of Uniontown, O., have both promised to be present.

Supt. John W. Carr, of Dayton, Ill., in a recent report to the Board of Education, advised that he be empowered to allow girls of the sixth grade in certain districts where it is customary for the girls to leave school at the age of fourteen years, before they have had an opportunity to take up domestic science, which always proves an invaluable part of the life equipment, to study the subject. It was shown that this feature can be had without additional cost, as the seventh and eighth grade domestic science classes in these districts were generally small.

Hon. John F. Riggs, superintendent of public instruction of Iowa, has made the suggestion that a commission of educators, lawyers, and others be appointed by legislative authority to rewrite, improve, and codify the school laws of the State.

The Teachers' Association of Jefferson County, Ala., at a recent meeting had a lively discussion of the question of the appointment or election of county superintendents of schools. At present the Board of Education appoints this officer. Prof. S. A. Ellis and a number of others, contended that the choice of a superintendent should be determined by popular election.

At one of the free lectures being delivered on Sunday afternoons at the new Harvard Medical School, Dr. Robert W. Lovett recently spoke on "Round Shoulders and Lateral Curvature." He exhibited a school desk and chair designed to remedy conditions usually responsible for these abnormalities.

A School Improvement Society was recently organized at Bessemer, Ala. Mrs. Matlock, who has done much throughout the State in work of this kind, was the speaker at its first meeting. One of the principal aims of the Society will be to make the school-rooms and buildings as attractive as possible.

The school and health authorities of Scranton, Pa., have submitted the schools of the city to a thoro fumigation with formaldehyde. They believe that much sickness may be obviated in this way.

Superintendent Taylor, of the schools of the City of Niagara Falls, presented to the Board of Education at a recent monthly meeting, a carefully prepared set of suggestions for salary increases for teachers. The suggestions presented by Mr. Taylor outline a graded schedule for salary advances. The rules committee will consider the matter and present a report to the Board.

President Venable, of the University of North Carolina, at the annual meeting of the trustees, made an urgent appeal for larger State aid. He said that the University was continually hampered in its efforts by lack of funds. The work that lies before it is great, but more money must be appropriated if it is to be done. At this meeting Thomas Hume, D.D., presented his resignation, to take effect next June. Professor Hume has occupied the chair of English literature for a number of years. He has been awarded a pension from the Carnegie Fund.

Over one hundred requests from other States have been received by Pres. Guy E. Maxwell, of the Winona Normal School, for the report on teachers' salaries which his committee submitted to the Minnesota Educational Association.

Wichita, Kansas, has started a plan for encouraging the pupils of the public schools to start savings accounts. On the first day there were six thousand eager depositors. The plan adopted is similar to one in use for four years in Oklahoma City. The National Bank of that city reports that at present it has on hand \$10,000 deposited by the school children.

The committee appointed by the Legislature of South Carolina to investigate the financial conditions of the educational institutions in the State, have in their report recommended that Clemson College be brought more directly under State control. The will of Mr. Clemson appointed seven trustees, and six were to be appointed by the State. This arrangement gave the former the deciding vote. As a large portion of the institution's income is derived from State taxes the committee feels that the State, thru its direct representatives, should have a deciding vote in its expenditure.

Praise for Rochester.

Miss J. E. Tolson, a kindergartner of the Earlsheaton Council School, at Dewsbury, Yorkshire, Eng., has recently been visiting Rochester, N. Y., under the auspices of the Mosely Commission. She has much to say in favor of Rochester's schools.

"Perhaps the thing that impresses us most in Rochester is the co-ordination of the work together with the system. There is no overlapping, and we were told of this before we left England, and also when we were in New York. We were told by all means to visit Rochester.

"We like Rochester best for making comparisons and observations of any of the cities we have visited. It approximates and corresponds in size to our ordinary English cities, with which we are familiar. Then, too, we are getting so many points of value and suggestion here that we regret we are not to spend more time here."

Commissioner Brown's Lecture.

One of the most interesting of the series of lectures being conducted by the New York Lecture Bureau at Cooper Union was that delivered by Dr. Elmer Ellsworth Brown, United States Commissioner of Education. He gave a resumé of the progress which has marked the last half century as a period of revolution in the educational world, and showed how America is answering the demand, which grows more exacting from year to year.

The following paragraphs are taken from his address:

It is in these fifty years that the constructive side of education has fairly begun to assert itself—that side which represents the skilled hand, under the control of the disciplined imagination, and guided by knowledge of the physical world and of the products of human history. The kindergarten has played its large part in this movement. The growth of schools of technology has given new dignity to the higher constructive activities, and the intermediate development of manual training has been finding its place and doing its work, till it has come to be a marked feature of our American systems of education.

In connection with the development of higher technical instruction in this country, special attention should be paid to the great national system of agricultural and mechanical colleges, which was inaugurated by the Morrill act of July 2, 1862. Fifty State colleges and universities have either sprung directly from this national endowment or have received from it new direction and encouragement.

The movement toward a more effective supervision of the public schools has gone steadily forward. . . . Supervision has, however, reached its most complete development in a number of our larger cities. In fact, the whole movement in the organization of city school systems is one of the most marked changes which this half-century has brought about.

Dr. Brown had something to say also of moral needs of our public schools.

Secondly, and finally, there is that most subtle and baffling, and yet that finest and most indispensable portion of all educational endeavor, the fostering of moral character, and the furthering of religious development. The non-sectarian character of our public schools has become firmly established within this half-century, and that is a great gain in many ways. No one can reasonably doubt that the schools, even where they have been most cautious and reticent in all that pertains to religious belief, have exercised an influence which has made for righteousness. Yet the present situation is beyond question still unsatisfactory. Here is a problem thickly set with difficulty, and we know that in this very field we must do a work and reach results which at the present would appear almost impossible.

Some interesting figures were also given in the Commissioner's speech.

It is estimated, he said, that the total expenditure for all forms of education in this country in the year 1905 reached the truly colossal sum of \$376,996,472. This amount equals 26 per cent. of all expenditures for governmental purposes in this country, national, State, and local; while the expenditures in all of the States for publicly supported education constituted in the same year 22 per cent. of the total public expenditures of all the States, counties, and lesser political units for all purposes whatsoever. An expenditure per capita for education in the public schools in the year 1870 of \$1.64 increased in the year 1905 to \$3.49, while an expenditure of \$2.10 in 1870 for each \$1,000 of the estimated true value of property increased to \$2.70 for each \$1,000 in the year 1905.

Why Not Oftener?

The account of a surprise party given by the entire student body of the Plainfield, N. J., high school to their principal, I. W. Travell, will read like a fairy tale to many teachers and principals.

Mr. Travell's birthday occurred recently, and this was the occasion chosen by the school to show what they thought of their principal. It was a Thursday morning, when, as a rule no general assembly of the school is held. Here they induced a member of the faculty, Chester Mathewson, to aid them.

Mr. Mathewson entered the principal's office, closed the door, and engaged him in conversation, while the school noiselessly tiptoed up to the assembly hall. Then Mr. Mathewson, on some pretence persuaded Mr. Travell to accompany him to the hall upstairs. As they entered the room the pupils rose *en masse* and sang the school song. Mr. Travell advanced to the platform, where he found a cake with fourteen candles burning, to represent the years he had been connected with the school. Before his astonishment had had a chance to subside he was presented with a diamond scarf-pin, a desk, and a book-rack, which had been purchased by general subscription.

This was the finishing touch. For a moment the principal faced his school, speechless. Then, when he grasped the meaning of the situation, he expressed his gratitude for this spontaneous appreciation, and briefly reviewed his labors and the growth of the school during the fourteen years which burned so brightly before him in symbol.

Recommendations for Tennessee.

Governor Malcolm R. Patterson in his message to the General Assembly of Tennessee calls attention to changes which he considers advisable in the administration of schools thruout the State.

The Governor recommends State aid to counties whose revenues are insufficient, to make the salary of no county superintendents less than \$300 per year; the abolition of the office of school director and the substitution in each county of a county board of education of five members, and to divide counties into five school districts, each district to be represented on the county board. He recommends the appropriation of \$250,000 for the Peabody College for Teachers, and a liberal policy in support of the University of Tennessee.

The House Committee on Education has already recommended the passage of a bill appropriating the \$250,000 for Peabody College.

Opposes High School Tuition.

Julius Steenheim, writing in the *Denver Times*, takes issue with Governor Buchtel's suggestion that a tuition fee be charged in high schools and colleges.

While at the present time, says Mr. Steenheim, pupils of the lower grade and high schools are on an equality in every sense of the word, they would not feel themselves on the same level if the suggestions of Governor Buchtel became laws. The breach that is now only suggested among the children of the poor and those of the well-to-do would become open, as it is in monarchies. The true democratic spirit that has been the backbone of the republic since its inception would be dissipated among its future men and women. France furnishes a living condition of what might be expected in this country if Governor Buchtel's suggestions are carried out. Largely because of its school system it is a republic in but name only.

Moral Instruction in the Schools.

Mr. Milton Fairchild is very hopeful that the plan devised by the Moral Edu-

cation Board of giving instruction in morals free from dogmatic teaching, may be adopted in the schools of New York State.

Mr. Fairchild has been giving lectures in a number of New England schools during the past few years. He spent a long time in the preparation of his talks and he says that the results have been most gratifying.

The Board numbers among its members such men as former United States Commissioner of Education W. T. Harris, Pres. Henry Hopkins, of Williams College, Henry C. King, of Oberlin, and J. W. Jenks, of Cornell.

Transportation Problem Solved.

The Westchester and Clason Point public schools have been very much overcrowded, and the New York Board of Education has been at a loss to supply accommodations for the children. On the other hand, the Unionport school was poorly attended and had room to spare.

The Board has finally hit upon a plan for solving the difficulty. At a cost of about fifty dollars a day, the Board, thru Principal Devlin, distributes tickets for transportation to some of the children who would naturally attend the Westchester and Clason Point schools, and they are permitted to attend the Unionport school.

The plan has been in operation for a few days, and so far works admirably. Over 300 children have been thus transferred to the Unionport school.

Kansas.

A bill is pending in the Kansas Legislature, which aims to place the cities of the first class on a uniform footing with those of the second class with respect to the school levy. Much trouble has been caused in the past, when by increases of population, cities have passed from the second to the first class. Heretofore, the cities of the second class have been covered by a general law, and those of the first class by particular legislation, which was entirely lacking in uniformity. The plan of putting all on a twenty-mill maximum levy has met the hearty support of most educators thruout the State.

Recent Deaths.

Henrietta Fillaman Dana, widow of Prof. James D. Dana, of Yale University, and daughter of the late Prof. Benjamin Fillaman, died in New Haven, Conn., recently, in her eighty-fourth year. She had lived in New Haven all her life. Among her surviving children are Prof. Edward S. Dana, of Yale University, and Arnold G. Dana, of the *Commercial and Financial Chronicle*, of New York.

Prof. William C. Pickett, of the Medico-Chirurgical College of Philadelphia, died in that city on February 6. He was born in Meadville, Pa., thirty-six years ago. He was a graduate of Allegheny College and the Jefferson Medical School.

Dr. Pickett's specialty was diseases of the nervous system. He was last year elected president of the Neurological Society of Philadelphia.

Prof. Charles E. Garman, of Amherst College, died last week. He was fifty-seven years old. He was professor of Moral Philosophy and Metaphysics, and had been connected with the college since 1880. He leaves a widow. Prof. Garman was born in Limington, Me., and was graduated from Amherst in 1872. He studied at the Yale Divinity School and came to Amherst as instructor in mathematics in 1880. From 1882 to 1889 he served as associate professor of Moral Philosophy, and in 1892 was raised to the chair which he retained until his death. Amherst College conferred the degree of Doctor of Divinity upon Professor Garman in 1896.

In and About New York City.

The presentment handed down by the December grand jury of King's County, with regard to the amount of home study required of pupils in the New York public schools, will doubtless bear fruit eventually. The Board of Education referred the matter to the Board of Superintendents. The high school committee of this body has been making an investigation. Reports are made by the students of the time at home they spend in school work. From these figures the superintendents will determine whether a modification in the present course is advisable.

The Interborough Women Teachers' Association, of New York City, at the meeting on February 2, discussed and approved the salary schedules submitted by the executive committee. The schedules were practically the same as those laid before the by-law committee of the Board of Education at the salary hearing held in January. Enthusiasm was evoked by the announcement that the efforts and aims of the Association had the hearty approval and support of Brooklyn Teachers Association, Queens Teachers' Association, and the Brooklyn Class Teachers' Organization.

Appointment and Promotion.

The Board of Superintendents, at the request of the Board of Education, has made an explanation of the method followed in the appointment and promotion of teachers in high schools. Appointments are determined not by the number of classes in the school, but by the number of pupils taking each subject.

The lowest grade teachers in the high schools are known as junior teachers, and advance to the grade of assistant as soon as they pass the examination for the higher licenses.

The highest grade is that of first assistant, and the policy of the superintendents has been to appoint but one such for each subject taught in any particular school. They are selected from an eligible list made up from a competitive examination.

New Salary Bill.

The members of the Interborough Association of Women Teachers have gone to headquarters. They have, thru Senator McCarren, of Brooklyn, introduced a bill at Albany embodying their desires in regard to salary reform.

Their endeavor to gain the support of the Board of Education seemed destined to fail. For this reason they decided not to let the present session of the Legislature pass without a determined effort to secure a fairer schedule.

The McCarren bill is designed to accomplish this by fixing the salaries for positions which may be held by either men or women, irrespective of sex, and by raising the salary in those positions in which women only are employed. The discrimination to be made is not based on the sex of the teacher, but of the classes to be taught. It is acknowledged by all parties that classes containing boys are more difficult to manage than girls' classes, a difference in compensation is therefore considered just.

The minimum salary at present, under

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the Davis law, is \$600, with \$60 additional for boys' classes, and an annual increase of \$40 to a maximum of \$1,300. This is from the kindergarten to the fourth year. The new schedule would make \$720 the minimum, with an extra \$120 for boys' classes and an increase of \$105 to a maximum of \$1,470.

The changes all along the line are similar to this, thus the salary of women principals, instead of beginning at \$1,750 and advancing to \$2,500 will start at the \$3,000 point and will advance to \$3,500, \$500 being allowed in boys' or mixed schools. This would put an end to the somewhat anomalous condition now existing in certain schools where the woman principal is actually receiving a smaller salary than men under her charge.

Provision is also made by which model teachers in training schools shall receive certain fixed amounts more than they would receive in the same grade and after the same period of service in the regular schools.

The bill is explicit in its provisions, and very comprehensive, and if made into a law will put the women teachers of New York on a plane of equality with the men in similar positions, and provide them if not with a large, at least with a respectable living wage.

Investigation Courted.

Senator Gilchrist, of Brooklyn, has introduced a resolution calling for an investigation of the Board of Education of New York City. The price paid for school sites is the principal point at which the proposed investigation aims. It is claimed, for instance, that a certain site selected by the school commissioners could have been purchased for \$90,000. Condemnation proceedings were instituted, however, and the city finally acquired the property for \$189,000. But it would seem that the inquiry should not be made into the conduct of the Board of Education on this ground, for the Board simply selects the sites it considers best suited for school purposes, while the bargaining and acquisition of the property is actually done by another department of the city government.

Another point upon which the request for investigation is based is the charge that certain contracts for building or supplies are awarded in a way to show favoritism. It would seem a sufficient refutation of this charge to say that a contract cannot be awarded to any save the lowest bidder, without the consent of the Board of Estimate.

Other charges are less tangible, and deal with inefficiency and number of the department employees.

The resolution has been laid before the finance committee of the Senate. The Board of Education, it is believed, would favor an investigation into the manner in which they have discharged their trust.

Men's Salary Fight.

Schoolmen in New York City have started their campaign for higher and better graded salaries, in a wise manner. They are convinced that the members of the Board of Education would be glad to vote them fairer compensation if funds were available. They have therefore asked the Board what is the best method of raising a larger school fund. When they hear from the Board its decision, they expect to have a bill drafted on the lines thus laid down, present it to the Legislature, and do all in their power to secure its passage.

At the recent meeting of the Schoolmen, the tentative report of the com-

mittee on salaries was adopted, and the committee continued in office.

The principal points of the schedule prepared by the committee are as follows:

Men should not be appointed as teachers, to classes in the first four years of the elementary schools, and such men as are serving in such grades should be transferred to higher grades as rapidly as possible.

Only men should be appointed to classes containing boys in the last two years of the elementary school course.

The minimum salary for all men teachers in the elementary schools should be \$1,000.

In classes containing boys in the 5A-6B grades the annual increase should be \$105, and the maximum \$2,260, reached in the thirteenth year of service.

For similar classes in the 7A-8A grades the increase should be \$120, and the maximum \$2,240, while teachers of the graduating classes or first assistants or head of departments, should receive an annual increase of \$150, the maximum being \$2,800.

Departmental teachers in classes containing boys in grades including the 8B, the increase should be \$125, and the maximum \$2,500.

In schools in which there are classes containing boys above the 5A and in which there is no head of department or first assistant, one male teacher should be assigned as the responsible head of the school in the absence of the principal and should receive pay according to the graduating class schedule.

N. Y. University School of Pedagogy.

Supt. Martin W. Barr, of the Pennsylvania Training School for Feeble-Minded Children, at Elwyn, Pa., spoke on the "Classification and Treatment of Feeble-Minded Children" before the class in the Education of Defectives, conducted by the University School of Pedagogy, of New York University. This class is made up largely of teachers in the New York City public schools, who are engaged in the teaching of feeble-minded children—special schools for these children having recently been made a part of the public school system of Greater New York.

Dr. Barr stated emphatically that, contrary to popular impression, no amount of training can cure feeble-mindedness. It can only effect an improvement. A feeble-minded child can never be made perfectly normal. After the age of fifteen, education can do very little for this class of children. He found that a large number of feeble-minded persons who are brought to a realization of their condition, become morbid and commit suicide.

Supt. Martin J. Brumbaugh, of Philadelphia, has been visiting the University School of Pedagogy this week.

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Public Lectures.

Among the more important lectures scheduled for the coming week are the following:

SUNDAY, FEBRUARY 17.

"The City of Washington," by Edward J. Parker, at Public School 83, 216 East 110th Street.

MONDAY, FEBRUARY 18.

"Dante's Divine Comedy," by Miss Mary E. Knowlton, at Public School 86, Ninety-sixth Street and Lexington Avenue.

"Across South America by Mule and Canoe." 1. "The Andes," by Prof. Henry H. Rushby, at St. Peter's Hall, Twentieth Street and Eighth Avenue.

"Insects and their Relation to Plant Life," by Dr. John B. Smith, at St. Luke's Hall, Hudson and Grove Streets.

"Physical Care of Children, and the Relationship Between Physical Health and Mental Ability," by Dr. Elias G. Brown, at Public School 188, Lewis and East Houston Streets.

"American Musical Conceptions," by Dr. Henry C. Hanchett, at DeWitt Clinton High School, Tenth Avenue and Fifty-ninth Street.

TUESDAY, FEBRUARY 19.

"Snakes," by Raymond L. Ditmars, at Alfred Corning Clark House, Cannon and Rivington Streets.

"What Makes a Good Novel?" by Dr. Henry Neumann, at New York Public Library, 103 West 135th Street.

"Two Centuries of the Dutch Republic," by Dr. William E. Griffis, at Institute Hall, 218 East 106th Street.

"Democracy in Action in France and Germany," by John Martin, at West Side Neighborhood House, 501 West Fiftieth Street.

WEDNESDAY, FEBRUARY 20.

"What the City Owes to its Boys," by the Hon. George H. Martin, State Secretary of Education of Massachusetts, and Dr. Luther H. Gulick, Director of Physical Training in New York Schools, at Cooper Union, Third Avenue and Eighth Street.

"Trusts," by Dr. Walter E. Clark, at New York Public Library, 66 Leroy Street.

"How to Speak English," by Henry G. Hawn, at Y. M. C. A. Hall, 5 West 125th Street.

"Vienna and Buda-Pesth and Their Governments," by John Martin, at St. Bartholomew's Lyceum Hall, 205 East Forty-second Street.

"Social London," by Mrs. Mary R. Cranston, at East Side House Settlement, Seventy-sixth Street and East River.

THURSDAY, FEBRUARY 21.

"Vaccination," by Dr. Ira S. Wile, at Public School 119, 133d Street and Eighth Avenue.

"The Homeless Man," by Orlando F. Lewis, at Public School 170, 111th Street between Fifth and Lenox Avenues.

"The Rolling and Forging of Iron and Steel," by Prof. Bradley Stoughton, at Hebrew Technical Institute, Stuyvesant Street near Third Avenue.

"Elements of a Masterpiece of Art," by Dr. Daniel A. Huebsch, at Public School 166, Eighty-ninth Street and Columbus Avenue.

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"Little Known Points in the Care of School Children," by Dr. Frederick L. Wachenheim, at Public School 5, 141st Street and Edgecombe Avenue.

"French Painting in the Nineteenth Century," by Dr. George Kriehn, at Public School 62, Hester and Essex Streets.

FRIDAY, FEBRUARY 22.

"The American Flag," by Willis Fletcher Johnson, at Y. M. B. A. Hall, 311 East Broadway.

"Folk Songs of Germany," by Miss Margaret Klebs, at Public School 160, Suffolk and Rivington Streets.

"Haunts of Nature," by Dr. Edward F. Bigelow, at Public School 158, Avenue A and Seventy-seventh Streets.

"The History of Education as Related to the History of Civilization—Greece and Rome," by Prof. Earl Barnes, at Wadleigh High School, 115th Street and Seventh Avenue.

SATURDAY, FEBRUARY 23.

"Women in Education; or Co-education and Women Teachers," by Prof. Earl Barnes, at Board of Education, Park Avenue and Fifty-ninth Street.

"John Ruskin," by A. R. Tillinghast, at High School of Commerce, Sixty-sixth Street west of Broadway.

"The Heroic Age of German Culture: German Idealism," by Dr. Ernst Richard, at Y. M. H. A. Hall, Ninety-second Street and Lexington Avenue.

"Evolution of Mind, Society, and of Ethics," by Prof. Henry E. Crampton, at Museum of Natural History, Seventy-seventh Street and Columbus Avenue.

"The Real Filipino," by Arthur Stanley Riggs, at Public School 184, 116th Street near Fifth Avenue.

"Optical Illusions," by Prof. Ernest R. Von Nardroff, at St. Bartholomew's Lyceum Hall, 205 East Forty-second Street.

One member of the Central Teachers' Council of Chicago, in supporting the resolutions favoring restricted corporal punishment which the Council has presented to the Board of Education, said: "The present methods are not effective. If we could spank a boy he would stay off the streets and we would have fewer boys and girls in the Juvenile Court and at the reformatories. Moral suasion will not work with a few of the pupils of nearly every school."

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"We finally thought nothing could help, and I made up my mind to send my wife with the child to Europe, hoping that the sea air might cure him, otherwise he was to be put under good medical care there. But, Lord be blessed, matters came differently, and we soon saw a miracle. A friend of ours spoke about Cuticura. We made a trial with Cuticura Soap, Ointment and Resolvent, and within ten days or two weeks we noticed a decided improvement. Just as quickly as the sickness had appeared it also began to disappear, and within ten weeks the child was absolutely well, and his skin was smooth and white as never before. F. Hohrath, President of the C. L. Hohrath Company, Manufacturers of Silk Ribbons, 4 to 20 Rink Alley, South Bethlehem, Pa. June 5, 1905."

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Peter Pan.

Where Barrie found the material for his charming story of that name, which the Scribner's have just published in a handsomely illustrated edition. (From a recent interview.)

"It needs but a walk in Kensington Park, London, to know Barrie by first knowing his friends. Here he has spent many an hour at play and at story-telling with the littlest of British ladies and gentlemen. And in this way does it happen that better than any other modern writer Mr. Barrie knows the manner of speech, the walk, and the ways of the little dwellers in the land of make believe.

"It has been by frequent association with all sorts of little 'kiddies,' by studying their ways, and catching their point of view that Barrie has succeeded in evolving a weave of imaginings that, for all their fancifulness and unearthiness of mood, nevertheless possesses a humaneness and fineness of feeling to be found in scarcely any other modern fiction."

Agnew School as a Social Center.

Last fall, largely thru the efforts of Mrs. Katherine Lacey, principal of the Agnew School, the Philadelphia Board of Education decided to try an experiment with a view to giving the schools a larger place in the city's life.

The Agnew School, at Eleventh and Cherry Streets, was chosen as the first school to attempt to make itself the social center of the community. When the school made its social debut, few would have thought that these bright, cheery rooms had any more serious purpose than furnishing a pleasant meeting-place for old and young. The three hundred children gathered there certainly had nothing in mind but a jolly good time. And the older people, of whom there were a good number, seemed filled with the same holiday spirit.

There were games and toys in one part of the building; in another a Mother Goose library held sway, and in another music and singing. Games were constantly adding to the friendly feeling that seemed to be a part of the after-school atmosphere of the building.

But what would a party be without hostesses? This was the teachers' role, and graciously they played it. It was a night which may yet prove memorable in history of the City of Brotherly Love.

The school management committee of the Chicago Board of Education has indorsed a recommendation made by Miss Jane Addams and Superintendent Cooley, that the finance committee provide in their annual budget for a domestic science course in the first year of the high school. The recommendation adds, "with a view later of erecting and maintaining a technical high school exclusively for girls." The first year course, according to the recommendation, would be placed first in the Lake High School on the South Side and in the McKinley High School on the West Side.

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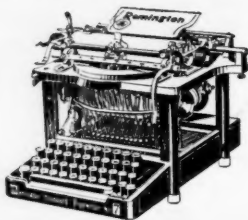
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